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ABSTRACT

In this competency-based teacher education module, the participant is given the opportunity to work in a group where the focus is on feedback to the participant about his interaction with the group. The module is concerned with the participant's ability to share with others. It is composed of seminar groups and other group activities. (JA)

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AFFECTIVE

3.0

Sharing Self With Others

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SP018 806

AFFECTIVE 3

I. IDENTIFIERS:

A. Module Name:

Sharing Self With Others

B. Compiled by:

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2. Sherry B. Borgers

C. Area:

Affective

D. Number

3

II. PROSPECTUS:

A. Rationale:

Frequently human relationships are hypocritical and superficial; relationships are often tolerated rather than being events of happiness. If you as a teacher are to adjust to both yourself and others, you need to know yourself and your real feelings and desires.

B. Purpose:

You as a teacher need to determine your own attitudes and life style rather than relying solely on others. You need to decide whether you will be open or closed depending on the situation. In order to do this, you must be willing to know yourself and let yourself be known to others.

C. Overview of Module:

1. Form seminar groups (12-16 persons) and set time for 2 hour seminar.

2. Attend seminar and participate in group activities:

a. First Impressions,

b. The Brown Sack, and

c. Giving and Receiving Coins.

D. Terminal Objective:

The terminal objective is exploratory in nature. Upon completion of this module you will have attended a seminar and participated in activities designed to increase your awareness of your attitudes and life style. You will have also shared with others.

E. How to Complete Module:

In this module you have the opportunity to work in a group where the focus of the group will be on feedback to self about your interaction with the group.

III. PREREQUISITES:

Affective I, Affective 2

IV. ENABLING OBJECTIVES:

None

V. PRE-ASSESSMENT:

None

VI. ACTIVITIES:

A. General Instructions:

The desired objective is for you to have greater ability to perceive and to learn from the consequences of your actions through attention to both your feelings and those of others. Emphasis is placed on the development of awareness to cues furnished by the behavior of self and the ability to utilize feedback in understanding your own behaviors.

These activities may be used or misused, depending on you. There is no right response to any of the

activities. Focus on the activity, and involve yourself as honestly as possible in order to gain the maximum benefit and depth from your participation. These activities may be just another task or they can have meaning. Remember--what you receive from these activities will depend on how much you put yourself into them.

> If you have questions, if you have concerns, or if a particular task seems to be difficult for you, please contact the instructor. Remember to complete the module as honestly as possible so that you can gain the maximum benefit from the suggested activities.

B. Specific Activities:

3.1 Form a group of 12-16 people; contact the instructor and set time for a two hour seminar.

3.2 Attend seminar and participate in First Impressions, The Brown Sack, and Giving and Receiving Coins.

a. First Impressions:

Ordinarily we are either oblivious to many cues of the other person due to selective perception, or we react to them unconsciously. If we specifically focus on another individual and use as many senses as possible, we can better understand another person.

In this activity you are to give your first impression of the other group members based entirely on appearance, structure of the body, the way the body is held, facial expressions, the way a person moves, and the tension and relaxation reflected in movement and positioning.

After you have an impression of the other persons, you are to respond to them by writing down a few descriptors. Do this for each member of the group. In order to help you with this activity, perhaps you will find it beneficial to respond to each individual by:

1. Renaming him,
2. Indicating the color you would assign to him,
3. Specifying what type of food comes to your mind when thinking about him,
4. Indicating what type of car he would drive,
5. Stating what type of tree and/or flower he brings to mind, and
6. Suggesting what type of house in which he would live.

After you have responded to everyone in the group by using the above, select three descriptors that you feel the most comfortable with and tell each person what you have written about him. This same procedure should be continued for each person until everyone has had an opportunity to receive the descriptors.

After everyone in the group has responded to the person being described, this person is encouraged to ask for additional feedback as to why the various descriptions were given. The person being described is to communicate to the group which descriptors he feels comfortable with and which ones make him anxious.

b. The Brown Sack:

This activity focuses on the thinking through

of the things about yourself that you commonly share with other individuals and the things that you do not commonly share with other individuals. In addition, it provides an opportunity for each person to receive feedback from the other group members concerning how they see him.

The procedure for this activity is as follows:

1. Each person is to spend at least half an hour building his sack at home prior to coming to the seminar. On the outside of the sack, you are asked to attach things that represent aspects of yourself that you commonly share with other people. On the inside of the sack, you are asked to place things that represent aspects of yourself that you do not commonly share with others. You may cut pictures, words, and phrases or slogans out of magazines, draw designs or pictures, make objects out of construction paper and other materials that are available, or use anything else which seems relevant.
2. After you have completed your sack, you are to bring it with you to the seminar. This part of the seminar is begun by having someone volunteer to talk about his sack. You may want to talk only about the outside of your sack, or you may feel like sharing

parts or all of what you have inside your sack. You should feel free to share as much or as little as you like. After you have initially shared what you wanted to with the group, you may want to keep working on your sack for a few days adding things to the outside and inside.

3. Following the sharing of your sack with the group, other members may wish to comment on their perceptions of what you have shared with them. Often times you will leave out qualities that others appreciate about you, or you may indicate something about yourself that others have never seen. This is where feedback from others may be valuable.
4. So that everyone who wants to can share his sack, set a time limit for each individual. Try to insure that everyone who wants to share part or all of his sack has the opportunity to do so within the time limit set for the session.

c. Giving and Receiving Coins:

This activity focuses on the sharing of feelings and behaviors when you are involved in giving and receiving money and on how you feel when being accepted and rejected by members of your group.

1. You are asked to take three pennies and place the pennies in front of you. Each of you will silently make an emotional commitment

to give this part of yourself to one or more of the members of the group. You may choose not to give any of your coins.
It is important to commit yourself so that you will not change your commitment, either for reasons of inclusion or exclusion of another member.

2. You will present your coins (a part of yourself) to other members of the group, moving clockwise around the circle. Presentation should be made person-to-person, with eye contact.
3. After everyone has presented his coins, share with the group your feelings about receiving or not receiving money. Comments may include such things as the unanticipated gift and the receiver's analysis of why he did receive the money.
4. At this point, the leader indicates to the members of the group that he is going to change the procedure. This time you are instructed to take money from as many individuals as you want and as much money as you want. Again, you are to move clockwise around the circle until everyone has had an opportunity to take some money.
5. After this part of the activity is completed, you are to share with the group your feelings about taking the money. Your comments should include any feelings about being

anxious or hesitant in taking the money from the different members and how you felt when money was taken from you.

6. At this point the leader should encourage discussion concerning the problem of giving and taking and allow the group members to talk through their feelings about this issue.
7. Now, the leader instructs you to take some money from different members of the group and give this money to other members with whom you wish to share. Again, you should move clockwise around the circle until each member has had the opportunity to participate in this part of the activity.
8. Again, share your feelings about the activity. Comment on whether it is easier to take for yourself or for others.
9. After a short time of thought, the leader will open the discussion. You are to comment on the total process and your feelings about you and about other group members and about your part in the group.

VII. POST-ASSESSMENT:

None